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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Wayne Folkes  
(Specify: Ms., Miss, Mrs., Dr., Mr., or Other) (As it should appear in the official records)

Official School Name Oak Grove High School  
(As it should appear in the official records)

School Mailing Address 5198 Old Highway 11  
(If address is P.O. Box, also include street address)

Hattiesburg MS 39402-8846  
City State Zip Code +4 (9 digits total)

Tel. ( 601 )264-7232 Fax ( 601 )264-0160

Website/URL http://www.lamar.k12.ms.us Email WFolkes@mde.k12.ms.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

*Private Schools: If the information requested is not applicable, write N/A in the space.*

Name of Superintendent Mr. Glenn Swan  
(Specify: Ms., Miss, Mrs., Dr., Mr., or Other)

District Name Lamar County School District Tel. ( 601 )794-1030

I have reviewed the information in this application, including eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Dr. Jim Siders  
(Specify: Ms., Miss, Mrs., Dr., Mr., or Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II – DEMOGRAPHIC DATA

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |    |                     |
|----|---------------------|
| 4  | Elementary schools  |
| 3  | Middle schools      |
| 0  | Junior high schools |
| 3  | High schools        |
| 10 | TOTAL               |
2. District Per Pupil Expenditure: \$5,886.88
- Average State Per Pupil Expenditure: \$6,089.83

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central school
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural
4. 2 Number of years the principal has been in his/her position at this school.
- 34 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	176	159	335
3					10	134	141	275
4					11	131	146	277
5					12	111	117	228
6					Other	3	4	7
TOTAL STUDENTS IN THE APPLYING SCHOOL								1122

6. Racial/ethnic composition of the students in the school:

78 % White  
19 % Black or African American  
1 % Hispanic or Latino  
0 % Asian/Pacific Islander  
2 % American Indian/Alaskan Native

**100 % Total**

7. Student turnover, or mobility rate, during the past year: 13.08 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	65
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	89
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	154
(4)	Total number of students in the school as of October 1	1120
(5)	Subtotal in row (3) divided by total in row (4)	.1375
(6)	Amount in row (5) multiplied by 100	13.08

8. Limited English Proficient students in the school: .002 %  
2 Total Number Limited English Proficient

Number of languages represented: 1  
 Specify Languages: Spanish

9. Students eligible for free/reduced-priced meals 14 %  
203 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8.66 %  
97 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

1 Autism                      0 Orthopedic Impairment  
0 Deafness                      11 Other Health Impaired

<u>0</u>	Deaf-Blindness	<u>76</u>	Specific Learning Disability
<u>2</u>	Hearing Impairment	<u>11</u>	Speech or Language Impairment
<u>2</u>	Mental Retardation	<u>1</u>	Traumatic Brain Injury
<u>1</u>	Multiple Disabilities	<u>0</u>	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>67</u>	<u>9</u>
Special resource teachers/specialists	<u>14</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>62</u>	<u>4</u>
Total number	<u>151</u>	<u>13</u>

12. Student-“classroom teacher” ratio: 16.74

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of existing students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide the number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94	94.8	94.5	97.3	94.9
Daily teacher attendance	*96.4	88.7	88.5	89.8	89.9
Teacher turnover rate	8.0	15.0	3.2	4.8	4.6
Student dropout rate	2.88	2.28	4.25	2.97	3.3
Student drop-off rate	14.0	10.77	12.6	22.7	17.39

\*The disparity in the daily teacher attendance rate in 2002-2003 led us to review teacher attendance in the previous four years. The prior years showed a number of maternity leaves and several long-term illnesses which did not occur in the 2002-2003 school year.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>259</u>
Enrolled in a 4-year college or university	<u>47 %</u>
Enrolled in a community college	<u>40 %</u>

Enrolled in vocational training	0 %
Found employment	10 %
Military service	2 %
Other (travel, staying home, etc.)	1 %
Unknown	0 %
<b>Total</b>	<b>100 %</b>

## **PART III – SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Oak Grove High School, a school zone in Lamar County School District, is located in a beautiful new building just outside Hattiesburg, Mississippi. A once small, rural, farming area has become a densely populated bedroom community still growing daily. That growth has had a major impact on the school, causing it to almost triple in size in less than twenty years.

Even though Oak Grove High School has struggled with its continuous growth, a solid academic program has emerged. As the demographics of the school changed with the growth, so have the needs and aspirations of its population. The school staff has been proactive in anticipating these changes and providing for those needs even though funding has been limited. Oak Grove has earned a respect for its academic focus throughout the state. Given our growth experience, Oak Grove is proud that a high level of student achievement continues to be maintained. It is one thing to stretch to move forward to achieve your potential; it is another to sustain that intensity over the years.

Oak Grove High School received the coveted Blue Ribbon Schools Recognition in 1986 and then again in 1993. Our students were attending classes in inappropriate areas, classes were large and funding for technology and materials was almost non-existent. Yet, teachers, administrators, students and parents believed that the school was good and so it was. There is now a 150,000 square foot building designed to accommodate the programs offered but which has now again been outgrown. When we moved into the new building in summer of 2000, the Parent/Teacher Organization turned out to physically move teachers' equipment, materials, and furniture. They also raised funds to equip science labs and a state of the art computer lab. Oak Grove has always enjoyed tremendous parent support.

Simply put, Oak Grove High School's vision and mission is "student success for all students in all endeavors." In the summer of 2001, our school district developed a mission statement for the entire district: "to empower all students with the knowledge and skills to create their own futures, to become passionate, lifelong learners; and to contribute cooperatively to a diverse and changing world." The faculty and staff of Oak Grove High School firmly endorsed this statement and evaluated individual programs and classroom instruction to validate actual practice based on the mission. Every program added or deleted is done so on its merit toward achieving the mission. School level goals, department goals, and individual teacher personal learning plans are developed using the mission as a guide. Professional development is also planned around what is needed to achieve those goals. While this new mission statement verbalizes, expands and explains our beliefs, the bottom line is still "student success for all students in all endeavors." From this point we will not waver.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. The Mississippi Subject Area Testing Program (SATP) consists of four academic end-of-course tests. Beginning in the 2001-2002 school year, students were required to pass the tests for graduation. Students are assessed on the content at the completion of the course in Algebra I, Biology I, English II with a writing component, and US History from 1877. As part of the No Child Left Behind (NCLB) all students must be tested who are enrolled in Algebra I and English II (Multiple Choice only) for the first time. Scores for the Algebra I and English II (Multiple Choice) form the heart of the assessment measurement in the annual State of Mississippi Report Card and in the Adequate Yearly Progress (AYP) calculations. Our goal at Oak Grove High School is to move students out of basic into proficient and above.

The Algebra I test consists of 63 multiple-choice items and two open-ended items. Assessment strands tested include patterns, relations, functions, equations, inequalities, polynomials, and formulas in problem solving, slope and probability. The open-ended items require the student to analyze a question and respond in writing. The English II measures knowledge of language conventions, reading comprehension and effective writing skills. The multiple-choice test contains 85 passage-based items.

Our data reflects the first three years of state testing in Algebra I and English II (Multiple Choice), 2000-2001, 2001-2002 and 2002-2003. In the years 2000-01 and 2002-03 all students, grades nine through eleven, enrolled in Algebra I were tested. However, in the school year 2001-02 only ninth grade students in Algebra I participated. Therefore, the best indicator of true growth in Algebra I is attained by comparing the school years 2000-01 and 2002-03. In English II all students in each year were tested so that the measurement over the three-year period is comparable. In both tests three subgroups were highlighted: whites; blacks; and economically disadvantaged.

Results in both tests show a significant increase in every subgroup. The largest growth was noted in English II and in fact, Oak Grove High School's performance on the English II test in 2002-03 ranked first in the state. Among the three subgroups, blacks showed the greatest growth in the at or above proficient category with an increase from 7% to 43.2%. The economically disadvantaged also made great strides with a movement from 13.5% to 45.5%. All subgroups showed marked improvement in every category as reflected in the chart (Information for State Criterion-Referenced English Tests, page 12). The overall effect was a 33% improvement in the at or above proficient, 8% improvement in the advanced level, and the school mean moved upward from 323 to 357.2.

Significant improvement on the Algebra I test was realized also. Comparing the students in Algebra I, grades nine through eleven, 2000-01 to 2002-2003, an overall growth of 39% (50-80.6) in the at or above proficient range, a 70.9% (23-39.3) growth in the advanced level with a 21.3%(80-97) growth in the basic noted. The strongest growth in proficiency, however, was in the economically disadvantaged subgroup (71.4%). Again, every level indicated positive growth with the black and economically disadvantaged showing the most positive movement with an 8.8%(325.4-354.4) and 8.3%(336.8-364.7) increase in their mean. The mean among whites shows a difference of 4%(363.8-378.3). Compared to the overall state scores, the economically disadvantaged subgroup at Oak Grove out-gained the overall state scores in every category by a difference of 23.8% in proficient and 21.6% in advanced. (Information for State Criterion-Referenced Mathematics Tests, page 13)

This significant increase in both the Algebra I and English II State Subject Area Testing Program in the overall and in each and every subgroup performance reflects the dedication that Oak Grove High School has in challenging each student to reach his or her potential. In each year of the comparative study, Oak Grove scores were among the top ten in the state. This marked growth, measured in each subgroup as well as in the overall scores, demonstrates the efforts and commitment of the faculty and staff to meet the needs of every student at Oak Grove, to leave no child behind.

2. A primary goal at Oak Grove High School is to utilize the data that assessment presents and to apply the information gained to improve our teaching, our programs of study, our schedule and to properly plan for the future. At the beginning of each school year during the pre-school opening staff development days, the

school counselor presents an overview of the previous year testing results. Results are compared from year to year so that strengths and weaknesses in the tested areas can be tracked. As test results arrive during the school year, the results are given to each respective department to analyze and explore possibilities for strengthening skills. Each department develops plans for improvement noting specific practices that target weaknesses and enhance growth in all areas. Departments meet after school twice each month to discuss progress in meeting the goals laid out in the plans for improvement. "Best practices" are highlighted and shared with other teachers in the department for implementation. An example of this collaboration that has contributed to stronger scores in Algebra was to set up a math recommendation program for incoming ninth graders. As a result, the high school has provided three different options for ninth graders in math. This year we have applied the same approach to English and science, offering two different routes in those areas. Students needing more time are better served. When individual test results are returned to students, teachers have been trained by the school counselors to be able to discuss results with the students. Student copies of their tests are returned through advisors in small groups that allows for discussion if necessary. Teachers have access to all records and use testing information in working with students.

3. All schools in the state of Mississippi are required to communicate student assessment performance to parents and the community through the school report card. This report card is a snapshot of school progress which is posted on the state web site. Each parent at Oak Grove High School is mailed a copy of the report and it is also included on our local web site. In addition, it is posted throughout the community in public areas. Our school district sent a newsletter highlighting student achievement both throughout the district and among the schools. Parents of students who need remediation are contacted by certified mail and a conference is requested to explain the plan for remediation. Counselors also meet with students to explain results and to work with them on their particular plan of remediation. Last year a "Freshman Academy" was implemented to help ninth graders with the transition from middle school but most significantly to identify early, students who may need extra support in the core academic courses. Freshmen were assigned to advisors in small groups of ten students and these teachers meet twice weekly to discuss progress and means of assistance for freshmen who may be at risk. If students are determined to be high risk, parents are contacted so that school and home can work together on interventions to help the student become successful. Upper classmen are identified through teacher or parent referral to the teacher support team which meets as needed to make recommendations or referrals for those students. The team provides follow-up on these students including working with the parents, teachers and other staff members to assist the student in reaching success.

4. Our school shares its successes with other schools in several different ways. We are most fortunate to have an excellent staff to share our successes and as a consequence many are asked to serve on both district and state committees. Many of our staff have participated as presenters at national and state meetings to share information in regard to our four by four schedule, our utilization of brain research in learning and teaching, our program and teaching strategies. In addition, staff members have served frequently on visiting teams to share strategies with our colleagues within the district as well as throughout the state. Other schools have also visited our school to observe and to meet with our teachers. Many of our teachers are linked with other teachers both in the state and nationwide citing successful practices and providing model lesson plans. Our former principal served on the National Board of Directors for the National Association of Secondary School Principals and has also presented many of our successful programs and strategies at numerous conferences and meetings. Through her move to the central office, our paths to high test scores are being studied for implementation throughout the district. We often have student teachers and our local university requests that the bulk of its students be placed at Oak Grove to allow them the opportunity to work with our teachers because of their successful teaching methods.



## **PART V – CURRICULUM AND INSTRUCTION**

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1. The curriculum at Oak Grove High School is organized into four basic programs of study that mirror the mission of the district, “to empower all students with the knowledge and skills to create their own futures, . . .”. The programs of study are Distinguished Scholar, Advanced, Technical and Standard. Each program is planned to allow students to build the foundation they need for their after high school goals. Although students declare their choice for their program of study prior to the sophomore year, because the core for each program is closely aligned, students can change among the programs prior to the junior year. All programs require four years of English, a senior math, a minimum of three years of science, four credits in social studies, public speaking, employability skills, health, technology courses, fine arts credit and service learning, grades nine through twelve. Beginning with the 2004-05 juniors, students will be required to present a senior project. Electives are arranged in career clusters including engineering and technical, agriculture and natural resources, business and marketing, fine arts and humanities, and health and human services. This provides students with the opportunity to choose electives that meet their interest and career direction. With each subject or elective area, a club or extra curricular activity is available to students to provide further involvement and opportunity for growth.

Students in special education who are working toward a diploma choose one of the programs of study while students who are certificate bound have a program of study designed for them based on their individual education plan. Mississippi has instituted a new diploma route for special education called an occupational diploma. This allows some latitude in the core classes and includes a work experience. Both certificate and occupational diploma students must however, include a senior math, service learning, and a senior project.

Oak Grove High school uses the four by four block schedule that allows students to earn eight credits each year. The curriculum has a full range of courses from advanced placement in each course area including statistics, calculus, chemistry, biology, social studies and English to basic courses such as compensatory writing and math as well as science skills and reasoning. An extensive fine arts program includes four-year sequences in drama, art, choral music and a band program that offers all superior marching, concert and jazz bands. Students in art may participate in advanced placement studio drawing and portfolio in their junior and senior years. Students may choose between Spanish and French and earn up to four credits in Spanish I-IV and three in language and have demonstrated high success consistently on both national and state tests in both French and Spanish. An extensive debate and forensics program is being developed with the goal of adding broadcast journalism. Current journalism classes produce the school annual and newspaper.

Oak Grove High School is committed to offering technical courses that provide the skills for every day living and classes for those who wish to pursue a more in depth program. Courses range from basic technology discovery and keyboarding to advanced placement computer science, advanced networking I-IV and computer engineering I-II. Students may also choose a two-year program at the district Tech Center located fifteen minutes from Oak Grove High School. Allied health, electronics, business computer technology, automobile mechanics, building trades and metal trades are their choices. Clothing production I-II is offered on campus. Business courses are popular among Oak Grove students and in response, courses in accounting, marketing and resource management are presented. For personal growth, a large span of classes including psychology and personal finance to nutrition and weightlifting are available.

2. The English curriculum at Oak Grove High School consists of the following components: designated periods of literature at specific grade levels, the incorporation of grammar in both writing and speaking, writing skills, the learning and practicing of research through both print and technology and oral presentation skills.

English courses are designed to meet the needs of all our students. A full range of courses from compensatory, regular, accelerated, through AP courses are all available. Public speaking is a requirement for all students. Debate and journalism also provide avenues of special interests and competition.

Oak Grove offers a variety of opportunities and resources for students who read below grade level. Compensatory reading and writing classes are available for ninth and tenth grade students who are determined to be in need of remediation before/after the English II test, the state subject area exit examination. The class size is smaller to allow for one-on-one instruction with the students. Students concentrate on spelling and vocabulary-building skills as well as speed reading techniques that allow the students to identify the reading topics and to predetermine information the reading passages might contain.

Teachers often give their planning periods to work with students who need special help to prepare for the English II test, and some teachers offer extra tutorial sessions in these areas before and after school, as well. There is an ongoing after school tutoring program for all grade levels called "Links to Learning." A certified English and a certified math teacher with advanced students provide the free tutorial service. Students with special needs are provided intensive reading tutoring by an outstanding special services staff. Many learning-disabled students are scheduled into inclusion classrooms where special services teachers assist them.

Tenth, eleventh, and twelfth grade students often take advantage of special courses in reading comprehension to prepare for the ACT. These courses are offered before every ACT testing date, and students are encouraged to take advantage of them as often as they feel necessary.

3. The mathematics program at Oak Grove High School has been developed to provide the best possible foundation for students to meet today's and the future requirements of our post secondary schools and our global economy. Our mission to enable our students to be life-long learners and contributors to our diverse and changing world is strongly tied to a mathematics curriculum that allows each student an opportunity to develop math skills to be successful in reaching his or her goals. The mathematics department has developed a math sequence that offers not only the required coursework but also courses that provide remediation and support between the required courses. A senior math course is required. All courses follow the state math framework and adhere to the guidelines of the National Council of Mathematics Standards. Students entering the ninth grade are placed in their math course based on scores from the Explore (first of a three part ACT testing program), teacher recommendation and eighth grade performance in math. With the four by four block schedule students can be placed in two consecutive courses resulting in a combination math class that continues all year in a ninety-five minute class. Three options are available to freshmen: Compensatory math in the fall with Pre-Algebra in the spring; Transition to Algebra I in the fall with Algebra I in the spring; and Geometry for freshmen who successfully completed Algebra I in the eighth grade. The offerings continue with geometry, Survey of Mathematical Topics, Algebra II, Pre-Calculus, Trigonometry, Advanced Placement Calculus and Advanced Placement Statistics. The Survey course can be designed to meet the needs of the school and three versions are offered: Survey A, revisits Algebra I and geometry skills with an introduction to Algebra II; Survey B, strengthens skills for pre-calculus, trigonometry and college algebra; and Survey C, focuses on consumer and workplace math skills. One other option available to seniors is to dual enroll at local colleges for college math courses. Within the classroom, with the block period, teachers can involve students with individualized instruction and cooperative learning. Questioning, discourse, research and experimentation are strategies used to develop critical and analytical thinking skills. Integrated activities are stressed to provide every opportunity to connect math to real world settings as well as other disciplines. Incorporation of technology in the math classroom includes the use of graphing calculators, Smart Boards and computers with interactive software. Our district provides and encourages ongoing opportunities for the infusion of technology and professional development for our teachers in mathematics. Several of our teachers sit on local, state and national committees and have won honors recognizing their expertise in their area. The majority of our math teachers have advanced degrees and/or have National Board Certification. The results of these efforts are evidenced in our students' scores on the state Algebra I test with our standing in the top ten each year and in the school year 2002-03 92% of

the students in advanced placement Calculus scored 3 or better. And, most importantly, our students find success in their math experience when they leave us to pursue their future.

4. The Oak Grove High School faculty has a wide repertoire of instructional methods all designed to meet the different learning styles and needs of students. When the “4 x 4” schedule was introduced, teachers were required to employ more variety in their classroom practice. Training was provided and brain research theory was studied specifically for how the brain works and how that impacts everyday classroom instruction. Teachers are seen using several mini lessons optimizing the learning time cycles and using set and closure as a matter of routine. Activities that personally involve students abound, i.e. group work, cooperative learning, role playing, pair-share, readers theatre, demonstrations, peer editing, peer tutoring, job shadowing, field trips, current events, games, projects, labs, and discussions. Teachers use reflective techniques such as journal writing, reflective writing research, portfolio development and free writing. Technology is embedded with the use of videos, computers (power point) smart boards, calculators and PDAs. Two integration units in each subject area are required, one of which must be a vocational integration with an academic class. Teachers who have delved deeper into strategies that facilitate learning and retention incorporate using music and movement, and drinking water in varying degrees.

5. Over the past three years Oak Grove High School has focused on the following three areas for professional development: (1) brain research theory and its implications for classroom practice; (2) technology use for classroom instruction; and (3) strengthening the content area knowledge base. All have the single focus of improving student achievement. We believe that these three areas are broad and must be thoroughly embedded within the curriculum and presentation in the classroom.

Faculty and administrators analyze the previous years’ student test data as well as strengths and weaknesses in other student performance areas. Research in pedagogical practice is then examined to determine if there are practices more relevant to student achievement than currently being used. Teacher content knowledge is also evaluated. These specifics are then used to develop the plan within the three focus areas.

Monthly block meetings are held during the 95-minute planning time. Small groups (those off each block) examine topics through internal study groups or are led by a consultant. Teachers also attend off-campus sessions that are germane to their personal learning plans. A district in-house cadre of trainers delivers practical, more individualized professional development and follow-up for staff and faculty. This program will be expanded for the 2004-05 school year with more cadre members trained to facilitate school based professional development sessions.

The impact of this plan is very apparent. Oak Grove scores on the state subject area tests are consistently in the top ten and ACT scores in both core and non-core continue to show improvement despite our growth and increase in the student mobility rate. Teachers realize that they are the single most important variable in student achievement and therefore see their involvement in relevant professional development as vital.

### **INFORMATION FOR STATE CRITERION-REFERENCED ENGLISH TESTS**

Grade 10 Test State of Mississippi English II Test

Edition/publication year Yearly Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? Severely learning-disabled students were excluded. They are given an alternate assessment determined by their IEP.

Number excluded 6, 6, 8 Percent excluded 2%, 2.3%, 2.9%

### **INFORMATION FOR STATE CRITERION-REFERENCED ENGLISH TESTS**

	2002-2003	2001-2002	2000-2001
Testing month	December/April	December/April	December/April
<b>SCHOOL SCORES</b>			
TOTAL (School Mean)	357.2	346.05	323
At or Above Basic	89%	80%	68%
At or Above Proficient	66%	56%	33%
At Advanced	12%	7%	4%
Number of students tested	268	250	265
Percent of total students tested	97%	97.7%	97.1%
Number of students excluded	6	6	8
Percent of students excluded	2%	2.3%	2.9%
<b>SUBGROUP SCORES</b>			
1. Black	342.4	323.6	293
At or Above Basic	77.3%	57.6%	28%
At or Above Proficient	43.2%	21.2%	7%
At Advanced	9.1%	.3%	0%
2. White	361.8	350.0	328
At or Above Basic	99.3%	84.5%	68%
At or Above Proficient	78.9%	61%	30%
At Advanced	13.9%	.7%	4%
3. Economically Disadvantaged	343.5	325.9	303.5
At or Above Basic	80%	57.6%	43.2%
At or Above Proficient	45.5%	33.3%	13.5%
At Advanced	7%	3%	0%
<b>STATE SCORES</b>			
TOTAL (State Mean)	329.2	321.5	304.7
At or Above Basic	66.5%	57%	44%
At or Above Proficient	34.1%	28%	18%
At Advanced	5.9%	4%	2%

\* Block schedule test twice yearly

### **INFORMATION FOR STATE CRITERION-REFERENCED MATHEMATICS TESTS**

Grade 9 Test State of Mississippi Algebra I Test

Edition/publication year Yearly Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? Severely learning-disabled students were excluded. They are given an alternate assessment determined by their IEP.

Number excluded 4, 1, 7 Percent excluded 0.02%, 0.8%, 2.5%

### **INFORMATION FOR STATE CRITERION-REFERENCED MATHEMATICS TESTS**

	2002-2003	*2001-2002	2000-2001
Testing month	December/April	April	December/April
<b>SCHOOL SCORES</b>			
TOTAL (School Mean)	374.9	387	358
At or Above Basic	97%	99%	80%
At or Above Proficient	80.6%	90%	58%
At Advanced	39.3%	43%	23%
Number of students tested	201	129	280
Percent of total students tested	98%	99.2%	97.5%
Number of students excluded	4	1	7
Percent of students excluded	0.02%	0.8%	2.5%
<b>SUBGROUP SCORES</b>			
1. Black	354.4	370.4	325.6
At or Above Basic	93.7%	100%	58%
At or Above Proficient	43.1%	78.6%	31%
At Advanced	18.8%	35.7%	8%
2. White	378.3	388.6	363.8
At or Above Basic	97.5%	98%	84%
At or Above Proficient	85.6%	91%	59%
At Advanced	41.9%	44%	16%
3. Economically Disadvantaged	364.7	359.7	336.8
At or Above Basic	90.5%	100%	60.5
At or Above Proficient	67.7%	70%	39.5%
At Advanced	35.5%	10%	18.5%
<b>STATE SCORES</b>			
TOTAL	339.1	335.9	323.9
At or Above Basic	81.5%	69%	57%
At or Above Proficient	43.9%	4%	30%
At Advanced	13.9%	11%	9%

\*Ninth grade Algebra I students only